# AIM

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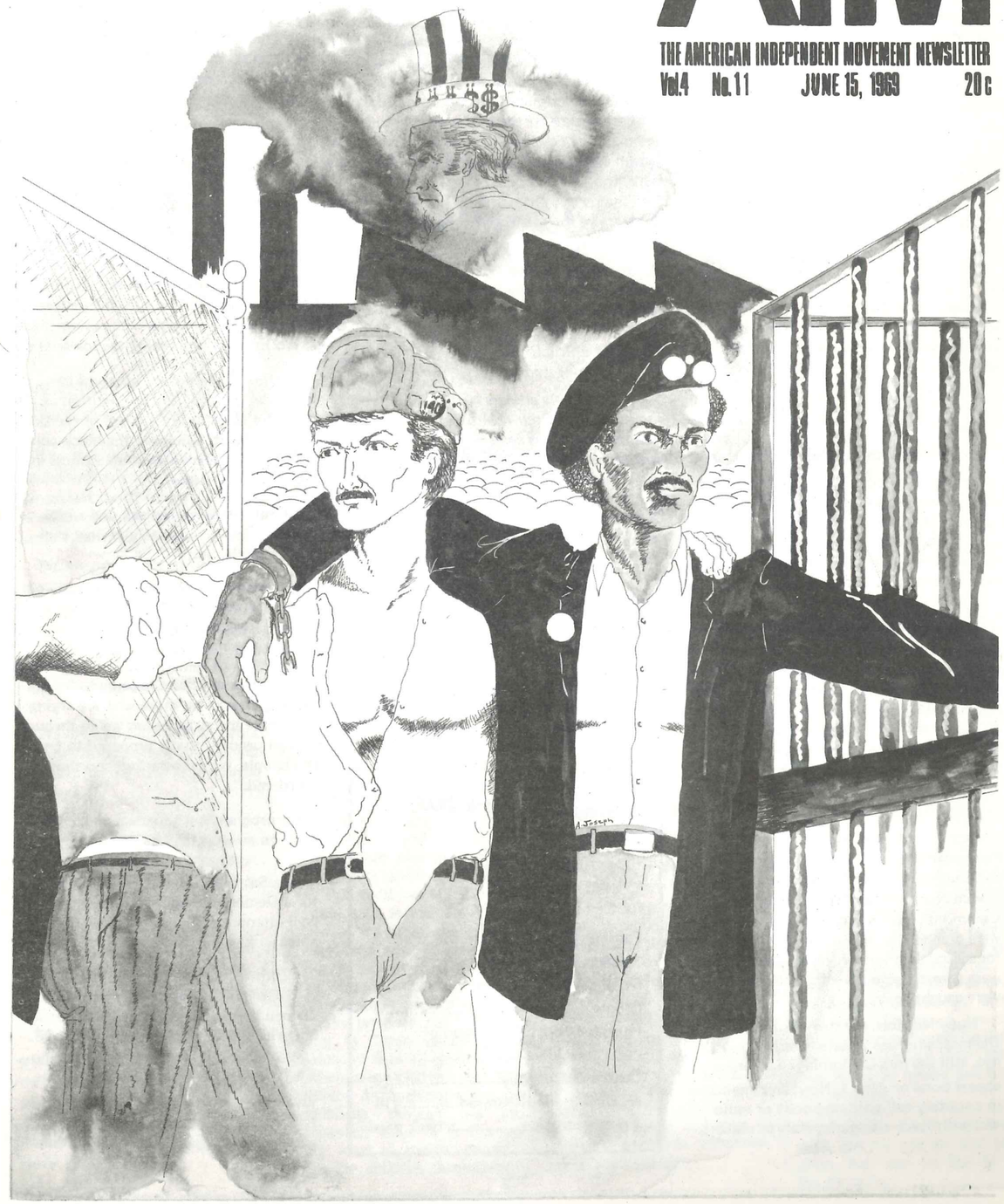

# PANTHERS

by Mimi Abramovitz

**Eight workers of the Black Panther Party, including most of the New Haven leadership were arrested Thursday, May 22 on charges of murder and conspiracy to commit murder.**

Arrested were Ericka Huggins, Warren Kimbro, George Edwards, Margaret Hudgins, Frances Carter, Jeannie Wilson, Rose Smith, and Maude Francis. A few days later a Bridgeport woman, Loretta Luckes, was arrested; police say they are looking for others.

Hours after the early morning arrest, pictures of the eight arrested headlined sensational newspaper reports of the alleged murder. This front page story, based on unproved allegations, tried to convict the Panthers long before their trial begins.

### Not Only in New Haven

In light of recent efforts by the government to repress and destroy the Black Panther Party and other radical groups around the country, many people in New Haven suspect that the New Haven Panthers are being similarly attacked.

In New York City, twenty-one Panthers were arrested in a predawn raid on April 2. They were indicted for conspiring to blow up five department stores, a section of railroad tracks, and the Bronx Botanical Gardens, as well as for attacks on police stations. The Panther Party in New York charges the government with a frame-up. The June 10 trial date in this case leaves Panther lawyers with little time to prepare their case.

In Jersey City, New Jersey on May 12, Panther member Ralph Cobb was arrested and charged with kidnapping a custodian from a Jewish Synogogue in Newark. Last month Two youngsters in Baltimore were grabbed by police and roughed up for selling the Panther Newspaper. They were threatened with being shot if they were caught again.

Huey Newton, Panther Minister of Defense, who was arrested over 18 months ago, still sits in a California jail. Denied appeal bond on May 1, Newton remains in a solitary cell with no books or radio and with few writing materials or visitors.

This does not exhaust the list of law enforcement agency attacks on Black Panthers.

Across the country, official reaction to the Black Panther Party has been one of repressive prosecution, not because Panthers are criminals but because they pose a political threat to the established order. Press coverage of the recent New Haven arrests indicated that the Panthers here, too, would not receive a fair trial and that press, judge and jury would try them more for their political beliefs than for murder.

On Friday, May 23, AIM issued a press release and began distributing 13,000 leaflets around the city to help inform the New Haven community about the Panthers' political program. Here are excerpts from that leaflet:

*The Panthers are working to expose the injustices of our economic and political system. This system, called capitalism, means that the working people produce the wealth but do not keep it. They get low salaries and pay high taxes while the wealthy few have political power and get rich. The Black Panthers believe that the working people — both black and white — must control the wealth and power. These ideas make the Panther Party a political threat.*

*The Black Panthers are not racists. They do not fight racism with more racism. It is capitalism that protects itself from attack by encouraging black and white Americans to fight against each other.*

*The Panthers haven't been active very long in New Haven, but they were already planning a free breakfast program for kids who can't learn in school because they are hungry. The police took all the money raised for this program when they raided Panther headquarters.*

*Panthers here have also been active in black community efforts to wipe out the drug problem, and they were leaders in organizing the search for the missing 11-year-old girl in the Hill.*

*Here the Black Panthers speak for themselves:*

**"We're not worried about skin [color]. We've understood and told the people that it's a class struggle — the upper class exploiting and oppressing the lower class."**

"The four key Panther Programs are breakfast for children, the petition campaign for community control of the police, free health clinics in the black community, and black liberation schools in the black community."

**"Racism keeps both black and white people fighting separately against capitalist exploitation."**

"Why should we bother with hungry kids? because kids are the only insurance we have of a new and different tomorrow and no premium is too high to pay."

**"The power structure is going to be making attacks on those who are trying to initiate the struggle...as we go through a 'legal process' that's supposed to be for the people, we get attacked and shot and murdered."**

"Our program is a universal one, applicable to all working people."

On Saturday, May 24, Yale Students for a Democratic Society (SDS) held a well-attended rally on the New Haven green in support of the accused Panthers.

### Arraignment

Six of the nine arrested Panthers, four women and two men, were arraigned in Superior Court on Wednesday, May 28. Two of the other women arrested, who are 15 years old will be handled by the juvenile authorities. The State's Attorney tried to close the arraignment proceedings to the public by holding them in a basement room, but the defense attorney protested and the court yielded to pressure for a public arraignment.

Despite the last minute secret change in arraignment date from Thursday morning to Wednesday afternoon, supporters of the Panthers, both black and white, filled the court room to show their respect and confidence in the accused. Many more friends were kept out of the court room for lack of chairs.

It is predicted by the defense attorneys that the trial period will be a long one. Meanwhile the defendants remain in jail, all of them denied bail.

On June 2, the Black Coalition announced the formation of a defense fund to which they donated $5000. An additional $300 was received from the testimonial dinner held for Fred Harris, Ron Johnson and Willie Counsel. Contributions are being accepted by the Black Coalition Defense Fund, 140 Goffe St., New Haven, Conn.

Yale Broadcasting Company (WYBC) announcing expansion of its news coverage of the black community, noted that it will be providing detailed news on the developments in the Panther case, so that public can be kept informed.

Other activities, focusing attention on the Panther case are being planned by various community groups. AIM, which has supported the Panther program, has declared its intention to aid in the defense of the nine accused persons.

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*We reprint these two articles to give an idea of the Panther breakfast program as it works in Hartford and as it was to work in New Haven. When the police raided the Panther headquarters, they confiscated the money set aside for the breakfast program.*

## NEW HAVEN PANTHERS BREAKFAST PROGRAM

The New Haven Chapter of the Black Panther Party is launching a "Breakfast for Children" program for children from elementary to junior high school levels.

We are now in the process of locating churches that we can work out of and that are in a centralized area, contacting stores, supermarkets, wholesale food companies, bread and milk companies for their support in helping us with our program.

We are also calling upon people who can donate some time in the morning for the help in preparing the food.

We feel that these young children going to school each morning on empty stomachs cannot function mentally or physically without a nutritious breakfast.

We are deeply concerned with the problems of the younger people and we have arrived at the 'Breakfast for School Children' as being just part of the solution.

We intend to continue our program throughout the remainder of the school year and with the people's support, we hope to succeed!

*Reprinted from* The Black Panther Party, *May 25, 1969.*

# *Black Panthers Feed Growing Army Of Hartford Children Before School*

**By CAROL KAHN**
**Hartford Times Staff Writer**

HARTFORD, Conn. (AP) — The Black Panther Party fed a virtual army of children Wednesday for the third morning in a row.

The party has opened two "breakfast centers" for schoolchildren at Roman Catholic Churches in the North End and plans to open a third Monday at the Belevue Square Center.

The project is financed by donations from black and white businessmen and is run entirely by members of the Black Panthers and volunteers.

It is part of a nationwide movement by the Black Panthers to provide breakfast for schoolchildren.

To "feed the people" is also part of the doctrine of Mao Tse tung, whose revolutionary principles the Panthers follow, explained one member of the breakfast team, pulling a red-bound copy of the Marxist' sayings from his back pocket.

The program also had a more personal meaning for this Panther, who asked not be identified in line with the party philosophy of avoiding "leaders."

The youth, a tall 22-year-old who had served in Vietnam, looked up from the Mao sayings, and said: "I was brought up in this neighborhood. A lot of times I went to school hungry. I know what it's like."

The program has been growing by leaps since it began Monday with 15 children in St. Michael's Church on Clark Street. Although there was some publicity through the usual channels most of it has been by word of mouth, passed on by the children themselves

Wednesday, there were an estimated 30 youngsters at one time at the San Juan Catholic Center on Ely Street and at least 60 children at St. Michael's between 7 a.m. and 8:30 a.m. when a reporter from the Hartford Times was there.

The fare was sausage, bacon, waffles, milk and juice Wednesday, while Tuesday there were eggs, grits, toast and fried franks.

The cooks are youths themselves, from junior high school age to the early 20s. They arrive at the breakfast centers at 6 a.m. and work until they have to catch buses for school or work.

The older ones police the younger ones about being on time for school. As one youth told one of the younger boys, "We don't want trouble with your school work — we don't want anyone to be able to say we're the reason you're late."

Second and third helpings are common, and one youth reported a boy at San Juan's took on seven helpings this morning. "You wouldn't have believed it — you should of seen this kid's belly!"

The Panthers give everyone what they ask for. The only discipline is that they sit at the table, wait to be served and be relatively quiet — but not quite as still as they would have to be in school.

Although many were — and newcomers still are — shy about coming in for breakfast at first, they soon start placing "orders."

"I want bacon and eggs and sausage and grits tomorrow," said one little girl.

"Oh, but we're planning to have French toast tomorrow," said one of the workers.

"Okay," said the little girl, who grinned and flounced out.

At about 8 a.m., when all but one of the workers had left to catch the bus for school, a group of about 15 youngsters descended on the kitchen asking for breakfast.

More waffles went into the oven, more bacon plopped into the frying pan, and, taking turns, the line worker and the reporter tried to keep the seemingly endless line of plates filled.

"I want bacon and I want waffles and I want it now," said one young man of about eight in a very businesslike tone.

"It's cooking and I'll serve it to you myself when it's ready. Okay?" said the poised worker, a young woman of about 20.

"Okay," said the boy.

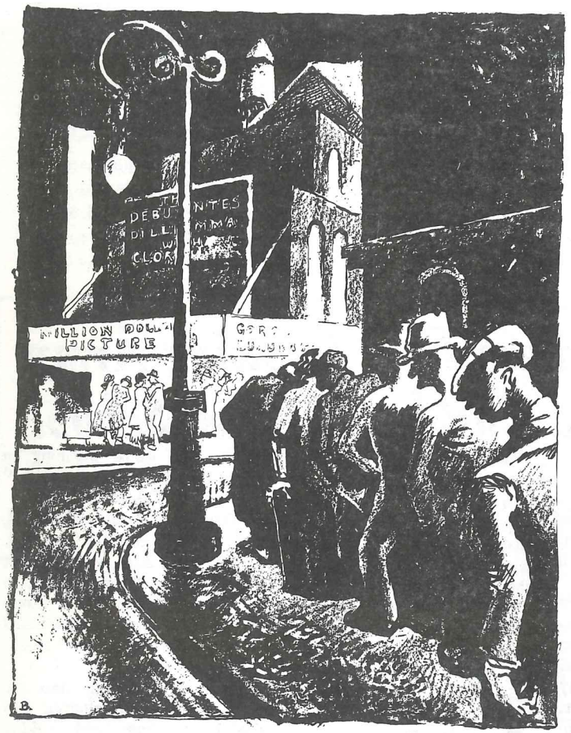
And so it went until 8:30, when everyone suddenly ran into the kitchen to say goodbye because they had "to go to school now". They promised they would be back in the morning.

"With four friends," said the lady Panther, smiling.

As she sat down to rest, two fellow Panthers, who had been at the San Juan, center, arrived. A television crew had been at the center covering the breakfast program, they reported.

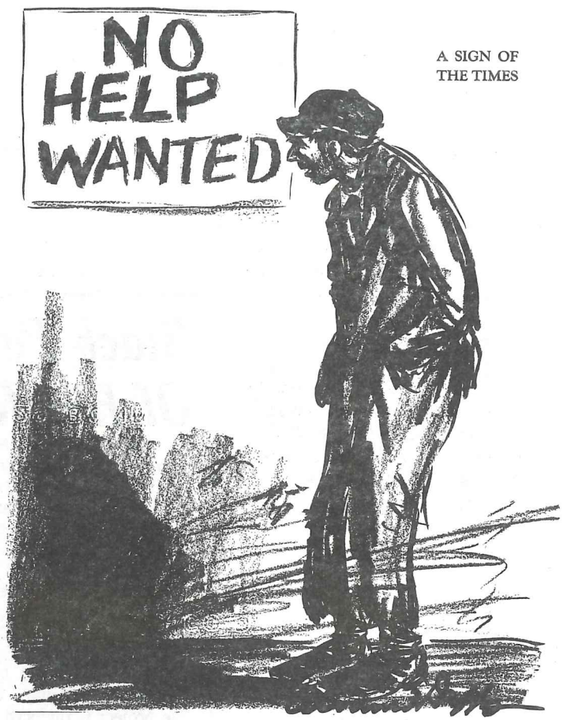
Now that breakfast was over, preparations would begin for the next day. This meant scouring the neighborhood again for donations, figuring out how much food would be needed and doing the shopping.

St. Michael's not only lends the Panthers the church basement and kitchen for that program, but also its bus to do the shopping.




Thomas Benton in *The New Freeman*

*PROSPERITY IS JUST AROUND THE CORNER*




A SIGN OF
THE TIMES

# Organizing the Unemployed

*This is the first in a series. Future sections will discuss local organizing, tactics, internal politics and the eventual fate of the movement of the unemployed.*

**by Gail Falk**

The movement of unemployed people who struggled to improve their lot in America during the 1930's is part of our unwritten history. Few recent books about the Depression describe the movement or mention the organizations and individuals that led it.

We learn in school that poor people have never really gotten themselves together in this country. Because of that, people say movements like the welfare rights movement today cannot succeed.

It is time for people to realize that our American past contains many stories of poor people acting and speaking out together, and it is time for us to start telling the stories.

When the Depression hit, it hit fast and hard. It shattered the hopes of millions of Americans, who suddenly found themselves out of work, and their belief in the American dream in question.

Before the Great Crash of 1929, most Americans believed that a man who worked hard would rise on his merits. It followed that if a man failed, it must be his own fault.

Relief agencies reflected this attitude. People said that charity would ruin a man's character, and they gave as little help as possible. City governments and the social workers who carried out the programs justified their stinginess by saying that a man who didn't work deserved no help.

But when the Depression hit, this attitude didn't make sense any more. In the early 1930's more than one-third of the workers in the country were out of a job or seriously underemployed. Families that had worked hard and saved carefully all their lives found themselves homeless, jobless, with their life savings lost. Men who had once looked down on tramps and beggars found themselves having to tramp and beg.

Some men never did get over their guilt about not having a job. These men, who were unable to shake the feeling that they must be inadequate and somehow to blame for their bad situation, withdrew out of hopelessness, kept to themselves, and became living dead.

**Organize!**

But the people who were able to put the blame where it belonged — on the economic system, which rejected men instead of benefitting them, and the political system, which offered no real help to its starving citizens — realized there was only one way to improve their lot: that was to band together with other workers, to change the American system. Those who kept their spirit never stopped calling themselves workers, even though they were out of a job; the largest organization of the unemployed was called the Workers Alliance.

All through the Depression, unemployed people had serious disagreements about what changes needed to be made, and what the best ways were to accomplish these changes. But the men and women who joined organizations of the unemployed shared a belief that unemployed people who wanted help would have to demand it for themselves.

**Early Actions**

The first years of the Depression were years of dramatic action by poor people. Huge demonstrations were held by unemployed workers in all parts of the country to demand food and jobs, and simply to bring attention to the workers' desperate situation.

America was totally unprepared to deal with widespread unemployment. Until 1934 the federal government played no part in public assistance at all. Whatever relief programs existed were handled by the state or the local town or by private charity. Most offices were set up to help a few hundred people at most. Most were staffed by ladies whose idea of help was telling people to stand on their own feet and trust in God.

Cash relief was almost unheard of at this time. Help was given, if at all, in the form of commodity foods or used clothes, but these supplies were not enough to stave off hunger or cold. In Baltimore, during the winter of 1932-33, the average allotment to a family with no income was 80 cents worth of commodity food *per week.*

Unemployed workers declared March 6, 1930, National Unemployment day, and more than one million people turned out for demonstrations around the country on that day. National Hunger Marches took place in Washington, D.C. in December 1931, and again in 1932. In June, 1932, the Bonus Army — World War I veterans who were not out of work — arrived in Washington 20,000 strong, and set up camp. One of their famous slogans was, "Cheered in '17 — Jeered in '32". They were asking for immediate payment of the $50 and $100 bonuses Congress had promised to give them in 1945, 13 years in the future. The jobless veterans didn't get their bonuses. Instead they were dispersed and sent packing in a brutal show of force by the U.S. Army under General Douglas Mac Arthur.

Not all the early actions were marches or demonstrations. In Detroit unemployed workers held a "shop in"; they entered grocery stores, filled their baskets, and left without paying. In Iowa unemployed gas and electrical workers tapped gas and power lines for their neighbors who needed heat. In Chicago 55 people were accused of dismantling an entire building and carrying it off brick by brick. In Oklahoma citizens defended their homes from foreclosure sale frontier-style — with guns.

**Success**

The actions met with direct success in some places. The day after tens of thousands of people marched on New York's city hall, New York's Board of Estimate appropriated $1 million for relief in the city. In Chicago, plans to cut money for relief in half were canceled in October, 1932, after a huge demonstration by jobless people. The city agreed to hire single men one day a week instead of herding them into flophouses. In Colorado the State legislature finally voted a relief appropriation after six months of stalling because a crowd of unemployed took possession of the Senate Chambers to present their demands. All over the country local governments voted appropriations for relief that they wouldn't have dreamed of a few years earlier. Finally, almost four years after the start of the Depression, the federal government responded to the pressure and Congress voted money for the Federal Emergency Relief Administration, and took over responsibility for relief in the nation.

Looking back, it seems that the nation's response was motivated by fear as much as anything else. Newspapers and magazines carried discussions about whether the United States was on the edge of a revolution. Bankers and industrialists were heard to wonder whether the economic empire they had built was about to blow up in their face. "The word revolution is heard on every hand," said a writer in **Harpers** magazine.

**Police Brutality**

The men in power fought back as people who fear are likely to do — with violence. At the National Unemployment Day demonstration, the police beat many of the marchers and arrested others. **The New York World** reported "women struck in the face with black jacks, boys beaten by gangs of seven and eight policemen, and an old man backed into a doorway and knocked down time after time."

Also, "detectives, some wearing reporters' cards in hat bands, many wearing no badges, running wildly through the crowd, screaming as they beat and kicked those who looked to them like Communists."

In Pontiac, Michigan, an armed mob that included policemen kidnapped members of the unemployed council and beat them.

Police brutality became as common at demonstrations of the unemployed as picket signs. In 1935 the American Civil Liberties Union reported that at least 14 people had been killed since the start of the Depression in clashes between police and the jobless. The report by the ACLU said that the demonstrators sometimes used force to defend themselves, but added,

*"Our experience overmany years proves conclusively that practically every so-cal-*

**Hundreds of unemployed men were attacked by police in Washington, D.C. on March 6th, 1933. They were demanding aid and relief. Notice demonstrator holding child.**

*led riot among strikers or demonstrators is provoked by the police themselves."*

**Arrests**

Police brutality at marches was followed up by a pattern of arresting protest leaders and giving them maximum sentences. One of the most extreme cases was that of Angelo Herndon, a young black man who went to Atlanta to organize unemployed people there. Herndon was determined to organize poor black and poor white people together. He was so successful that in June, 1932, 1,000 unemployed people marched to Atlanta City Hall to demand relief.

Atlanta's city government did agree to give more money for relief, but a few days later Herndon was arrested, held incommunicado for 11 days, threatened, beaten, and indicted under an insurrection statute that dated from Nat Turner's rebellion. At his trial Herndon defended himself, saying, "You may do what you like with Angelo Herndon; you may indict him, you may put him in jail, but there will come thousands of Angelo Herndons. If you really want to do anything about the case, you must go out and indict the social system." Herndon's conviction was reversed several years later by the Supreme Court after a nationwide campaign on his behalf; but many other leaders of the unemployed had to serve prison terms for their beliefs.

**Depression Sets In**

These massive demonstrations in 1930, '31, and '32 were, more that anything, spontaneous cries for help; they were not the product of solid organization. As people got used to the Depression, the huge marches became less effective and tapered off.

On the one hand, the jobless began to get used to their situation of poverty and were less likely to respond to a general call for a march, especially since violence and arrests greeted demonstrators so regularly. And on the other hand, people in power got over their fear that there might be a revolution as they saw that the demonstrations got smaller and smaller, and so they became less likely to make concessions.

Once relief offices were set up on a wide scale, and especially after the federal government entered the picture, poor people's strongest complaints were against the local offices, rather than the state and federal governments.

And so, as the Depression continued, leaders of the unemployed turned their attention to organizing on a local level.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## people's almanac

**June 5, 1878** — Pancho Villa, Mexican revolutionary, was born of a peasant family. Villa became a brilliant and audacious guerrilla leader. At one time, his forces controlled most of northern Mexico. With Emiliano Zapata, Villa led the capture of Mexico City in 1914. In 1916, President Wilson ordered Villa taken dead or alive, and U.S. soldiers, under General Pershing, entered Mexico and unsuccessfully pursued Villa for 11 months. Villa was assassinated six years later.

**June 13, 1381** — Peasant rebellion, spreading throughout England, led to the capture of London by revolutionaries under Watt Tyler. On the following day, King Richard II promised Tyler that serfdom would be abolished. However, the peasants were later double-crossed, and serfdom continued.

**June 13, 1966** — The Provos, a loosely knit hippie-Anarchist group, staged riots in Amsterdam.

**June 13, 1967** — The Rebellion of Watts began, followed by other rebellions of June, 1967 — in Philadelphia, Dayton, Middletown, Ohio, Lansing, Atlanta, and Buffalo.

**June 14, 1905** — The sailors of the battle ship Potemkin mutinied and seized the ship, siding with rebelling Russian workers.

**June 14, 1928** — Che was born.

**June 14, 1964** — Mississippi Summer Project began, and thousands of students journeyed south, to organize voter registration projects and freedom schools.

**June 17, 1873** — Susan B. Anthony, fighting for Women's liberation, went on trial for voting in a Rochester, N.Y. election, before women had the vote.

**June 18, 1822** — The State of South Carolina hanged Denmark Vesey and 36 other blacks for slave revolt led by Vesey.

**June 19, 1953** — Ethel and Julius Rosenberg executed by U.S. government after being convicted of fraudulent conspiracy charges. Anti-red hysteria rages in America.

**June 20, 1835** — First woman's liberation labor federation, the female Improvement Society, founded in Philadelphia.

**June 21, 1877** — Eleven Molly Maguires, trade unionists in the Pennsylvania coal fields, were hanged on framed charges aimed at destroying miners' organization.

**June 21, 1964** — James Chaney, Andrew Goodman, and Michael Schwerner of the Mississippi Summer Project were murdered in Philadelphia, Miss.

**June 21, 1876** — Indians kick Custer's ass.

**June 27, 1869** — Emma Goldman, famed anarchist born. Jailed several times, co-publisher of Mother Earth, an anarchist newspaper, crusader for women's liberation, she was deported from U.S. in 1919, and later took part in the Spanish Civil War.

**June 27, 1905** — Industrial Workers of the World founded by Big Bill Haywood and Eugene V. Debs. The Wobblies, as the IWW became known, were the most successful militant anti-capitalist union in U.S. history.



# POISONED IVY: EXPLOITATION OF THE UNIVERSITY

by Peter O'Connell

**The academic year 1969 has staggered to a close. This year there have been major confrontations, disruptions, protests, sit-ins, and strikes at well over 500 high schools, colleges, and universities of all types in all parts of the United States. Why? The answer to this very unacademic question lies in the miserable quality of life in those spiritual concentration camps that American schools have become.**

Students do not revolt because of the "generalton gap" that the mass media dwell on. Young people love their parents as much as they ever did. Students revolt because they have been alienated from the schools. But why is that? To answer *this* question, we must determine who controls the educational system in this country.

A look at Yale, a "model" of American higher education, is instructive. Applying the common sense principle "he who pays the piper calls the tune," I would like to demonstrate the process by which the corporate interests of those on the Yale Corporation (Yale's candid name for its trustees) and those in Yale's administration oppress the 30,000 faculty, students, and employees of the Yale "community." This process has its roots in the nature of the American economic system.

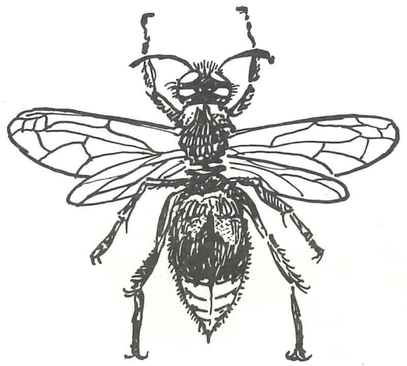
Capitalism permits the accumulation of big profits by those wealthy few (such as the members of the Yale Corporation) who control the means of production (see chart). One of the things needed to keep this system going is a way to make people accept the values on which the system is based. It is especially important to socialize or train in this way those who will have to run the system in the future. Schools are good places to socialize such an elite. Like private clubs, vacations resorts, and prep schools, a university such as Yale is an extension of the elitist life.

In fact, Yale proudly proclaims that it specializes in socializing the future elite of capitalism. In the words of the Singer Report (an evaluation of summer programs to prepare black students for college); "Yale is elitist in its basic design, and it is that design rather than any of many other aspects of the University that consitutes its essence."

Yale College's admissions policy, with its fixed high percentage of students from upper class backgrounds (over 40% of freshmen are graduates of expensive private schools and sons of wealthy alumni) is one means of preserving elitism. Black and white working class youth are shunted off into "less desirable," i.e. less socially prestitious institutions.

When students from ethnic minorities and other lower income sectors of the population are admitted to the university, great pressures are exerted on them in order to make them accept the values of the dominant Anglo-Saxon Protestant rich. The Singer plan to screen applicants in advance and make sure that no blacks who might be hostile to the system are admitted to Yale bears witness to this harsh fact.

The Corporation, the administration, the faculty and the student body are all over-whelmingly Anglo-Saxon, Protestant, and upper crust in orientation. The first and only non-Protestant joined the Corporation three years ago. There has never been a black man on the board. Even Bishop Moore, an official of the NAACP, is the white Episcopal millionaire scion of an old Yale family.



"[A.S. *wæps, wæfs.*].... hymenopterous insects generally with slender body and a more or less formidable sting. Unlike the bees, wasps are largely carnivorous."

Webster's

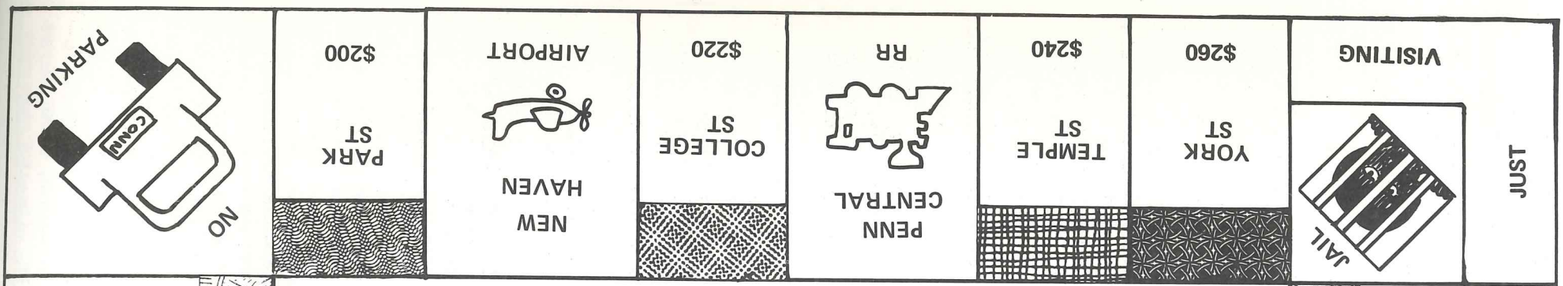
**Tokenism**

Of course individual members of the working class or individual blacks could be added to the Corporation without making any substantial difference. Though such additions would cause a great uproar among the alumni, only minor changes in the style and rhetoric of the university would result. When such people are added on an individual basis, Yale will be certain that they have been socialized already. An elite must be able to lure in and buy off new people. In fact, one of Yale's fundamental functions is to recruit new members for the Establishment, training them in the ways of the elite and preparing them for positions of rule.

The economic bias of Yale's administration is further illustrated by the indecent level of financial support the university gives to its graduate students. Most graduate students, unlike undergraduates, are not from wealthy backgrounds. J.P. Miller, Dean of the Graduate School, makes extravagant claims about Yale's "comprehensive financial support" for graduate students. Yet the average graduate student at Yale receives less than $40 a week for all expenses in a city where rents and food prices are very high. Students in art, music, architecture and drama receive less than $10 a week, on the average. Perhaps if Dean Miller spent more time dealing with the student struggle to survive and less on the several lucrative directorships of large corporations (SNETCO, Aetna Life Insurance) which he holds, he would be less complacent about the situation. Let him exist on peanut butter and jelly sandwiches ten days in a row. Let him go without new clothes for three years. Let him be unable to buy a birthday present for his father and mother. Let him be unable to afford to take a date to the movies.

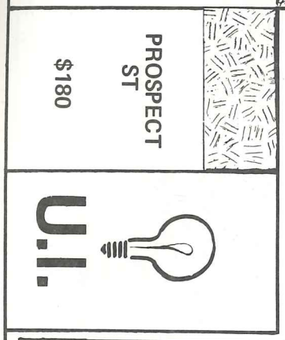
**The Roots of Ivy**

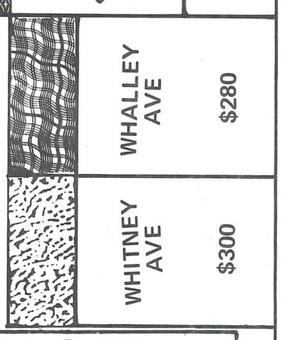
The men who make the decisions for the American University, the trustees, are




# YALE CORPORATION

## THE TRUSTEES OF YALE UNIVERSITY




## GOVERNMENT

**JOHN VLIET LINDSAY**
Mayor, New York City

**WILLIAM P. BUNDY**
**Assistant Secretary of** state for Far Eastern Afafirs 1964–
**Assistant Secretary** of defense on Internal Security Affairs 61-63
CIA 1965-61
**member** of Council on Foreign R Relations

**CYRUS VANCE**
Secretary of the Army 1962-63
Deputy Secretary of Defense
**Chairman of the Board** Union Settlement Association 1953-61

**WILLIAM WARREN SCRANTON**
**Past Governor** Pennsylvania
**Director** of International Textbook Co.

**JOHN HAY WHITNEY**
**Chairman** of Whitney Communications
**President** of John Hay Whitney Foundation
**Advisor** to Council on Public Affairs, Department of State
**Ambassador** to Great Britain 1956-62
**member of committee** on foreign economic policy, 1954

**CARYL PARKER HASKINS**
**Director** Haskins Labs, Inc.
**Consultant:** Secretary of Defense 1950-60
**Consultant:** Secretary of State 1950–
**Panel Advisor:** East Asian and Pacific Affairs
**Board of Directors** Council on Foreign Relations
**Trustee** RAND CORP. 1955-65

## BUSINESS

**KINGMAN H. BREWSTER,** President

**RT. REVEREND PAUL MOORE**
**member of national board of** NAACP Legal Defense Fund

**HAROLD HOWE II**
**Chairman of the Board of Trustees** College Entrance Exam Board

**ARTHUR KITTREDGE WATSON**
**Vice Chairman of the Board** IBM
**Chairman of the Board** IBM World Trade Corporation

**FREDERICK BALWIN ADAMS**
**Director** Pierpont Morgan Library
**Director** American Potash and Chemical
**Director** Atlantic Coast Line
**Director** Vanadium Corporation of America

**EDWIN FOSTER BLAIR**
**Chairman of the Board** T.A.D. Jones Co.
**Board of Directors** Union Paper Bag Co.
**Board of Directors** Canada Dry Corporation

## FINANCE

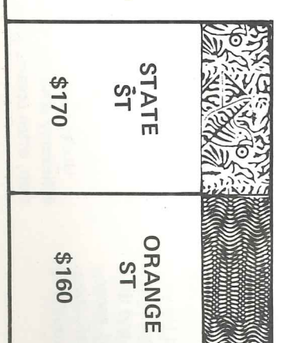
**WILLIAM McCHESNEY MARTIN**
**Chairman** Federal Reserve Board 1951–

**WILLIAM HOROWITZ**
**President and director** General Bank and Trust Co., New Haven
**President** General Venture Capital Corporation
**Chairman of the Board** Winthrop Bank and Trust
**Director** Eastern Machine Screw Corporation
**Chairman** Connecticut Board of Education

**JOSEPH R. DILWORTH**
**President** Rockefeller Family and Associates
**Chairman of the Board** Rockefeller Center, Incorporated.
**Director** Chase Manhattan Bank
**Director** International Basic Economy Corporation
**Director** Youngtown Sheet and Tube
**Director** R.H. Macy Company
**Director** United Nuclear Company
**Director** Chrysler Corporation
**Member** Council on Foreign Relation

**SPENCER DUMARESQ MOSELY**
**President** American Transportation
**Director** Container Corporation of America
**Trustee** Committee on Economic Development .

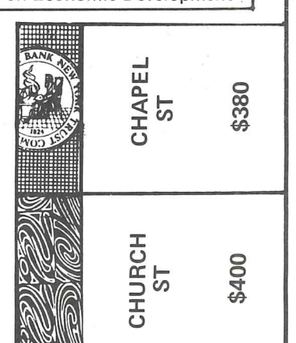
**JOSEPH IRWIN MILLER**
**Chairman of the Board** Cummins Engine Co. Company
**Chairman of the Directorate** Irwin Union Bank and Trust Co.
**Board of Directors** ATT
**Board of Directors** Equitable Life Insurance
**Board of Directors** Purity Stores
**Board of Directors** Chemical Bank, N.Y.
**Trustee** Ford Foundation
**Trustee** Committee on Economic Development

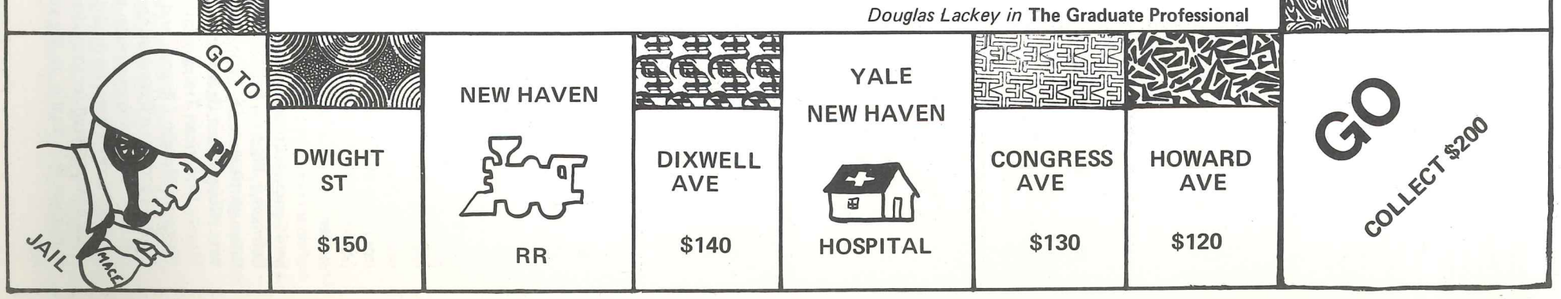



The accompanying chart lists the trustees of the Yale Corporation, together with other positions they hold and the general areas into which those positions fall. It is interesting to note that aside from Brewster, Howe, Moore, and Haskins, none of these men have direct contact with scholarship or education, and that of these only President Brewster (who taught law at Harvard) could properly be called an "academic". Yet these men hold positions of ultimate power at Yale.

At first glance there is nothing surprising about this. Yale's budget is $100 million, and as a large corporation it is to be expected that Yale have the guidance of major business and financial figures. What I question is that such men should have ultimate authority over Yale affairs. These men could guide Yale's dealings in these areas as advisors or sonsultants; they need not have executive authority. The ultimate arbitraters of University policy should be University men, sensitive to the unique nature of the university, conscious that it is not just another business – members of the university community guided by the desires of that community. This is what should be. As it is, the chart shows that not only is Yale not independent of business, finance, and the government, but that it is actually subordinate to them.

*Douglas Lackey in* **The Graduate Professional**



men who are so deeply involved in the economic rat-race of capitalism, they cannot very well help using the university to bolster the system. Let's take a look at the more pressing interests of the trustees.

One of the things our economy must do in order to exist is continually to expand its markets and profits. This expansion can take many different forms.

**1. Expansion may mean the saturation of present markets with even more of the often shoddy and unnecessary, or even downright harmful, goods and services we already have.** This form of expansion requires the promotion of consumerism by advertising agencies, publicists, and the mass media. To take an example, Yale Corporation's John Hay Whitney does this through his Whitney Communications.

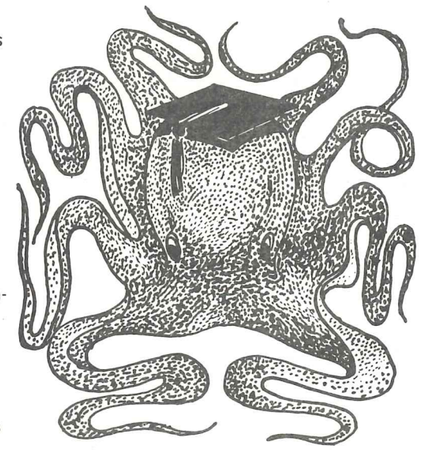
**2. Expansion may also take the form of imperialsim, that is, the development and penetration of foreign markets with the assistance of United States political and military power.** The massive involvment of the Yale Corporatists in imperialism is immediately obvious from a look at their connections with the Departments of Defense and State, The East Asian and Pacific Affairs Advisory Panel, the Council on Foreign Relations, the RAND Corporation, the Rockefeller Association, the Chase Manhattan Bank, the International Basic Economy Corporation, the United Machine Company, the Council on Public Affairs, the Committee on Economic Development, the IBM World Trade Corporation, the Chemical Bank N.Y. Trust Company, the American Potash and Chemical Corporation, the Vanadium Corporation of America, and the Canada Dry Corporation.

**3. A new market need not be in a foreign country — it may mean new goods and services aimed at consumers in this country who have not yet been fully exploited.** The expansion of American colleges, universities, and graduate schools following the crisis of corporate capitalism in the Great Depression may be explained in part as an attempt to develop students and teachers into a large group of new consumers. Yale Corporation members Scranton (International Textbooks Company), Haskins (Haskins Labs, Inc.), Dilworth (R.H. Macy Company), Horowitz (Connecticut Board of Education), Mosely (American Transportation), Adams (Pierpont Morgan Library), and Howe (College Entrance Examination Board) all played a role in this expansion and the good gentlemen were, no doubt, generously compensated for their dedication to our youth — that is, to the *youth market.*

### The People Pay

The management of the capitalist economy is a complex undertaking. Thus, a certain number of specialists must be trained each year in the techniques of introducing and managing the saturation of markets, imperialism, and other profit maximizing techniques.

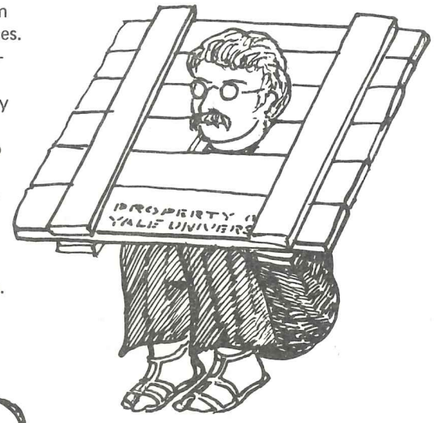
Since specialists are necessary to operate the capitalist system, places to train them are also necessary. Schools are such places. Schools for training specialists are expensive to construct, operate, and maintain. But since those who control the economy of a country can also control its government, the American elite is able to see to it that the expenses involved in training servants for its social and economic class interests are passed on to the servants themselves (that is, the students) and their families in the form of excessively high tuition and room and board charges. The costs are also passed on to the community as a whole in the form of high education taxes.



University trustees, (who are elected from the most well-off of America's commercial leaders) further cut their expenses, and in fact often make large profits, by speculating in land for school sites, by obtaining construction contracts for school buildings, and by issuing loans to students and parents and bond issues to communities. Well-connected bankers such as Yale Corporation member William Horowitz (General Bank and Trust of New Haven, General Venture Capital Corporation, Winthrop Bank and Trust Company, and the Connecticut Board of Education) are obviously helpful in arranging such deals.

### Extending Unemployment

Under capitalism, automation, that is, efficiency achieved through mechanization, often creates unemployment and under-employment since the system does not tolerate the existence of jobs which do not tend to raise profits. Unemployed and under-employed people (particularly young people, whose unemployment level is three times the average) may come to demand radical changes in that system which has made their lives marginal by displacing them from jobs.




In order to prevent this and keep youth "off the Streets" where they might get the education offered by involvment in revolutionary activity, capitalism attempts to herd as many young people as possible into the schools. The mythmaking powers of the mass media are used to build up powerful pressures in young people to stay in the conventional school system, no matter how irrelevant it may be for the individual. "If you don't have a high school diploma or a B.A. or an M.A. or a Ph.D., you're nothing, kiddo."

To put it another way, schools are compulsory incubators, extending the period of pre-employment. The increased training of the working class in America, compared with the European working class, does not yield comparable increases in productivity. Part of the functional value to capitalism of 60% of American youth going on to college is that it keeps them off the labor market. Training that used to be conducted on the job is now carried on in the schools.

### The Manpower Maze

The draft is another powerful weapon used to coerce youth to stay in school and to specialize in those fields of study most useful (i.e., profitable) for the power-structure. The following is an excerpt from the infamous Selective Service System Orientation Kit Memorandum on Channeling Manpower:

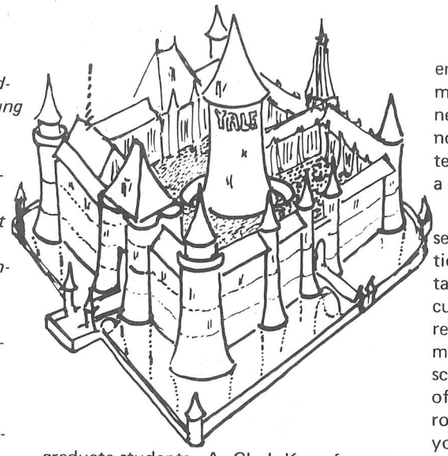
*"While the best known purpose of Selective Service is to procure manpower for the armed forces, a variety of related processes take place outside delivery of manpower to the active armed forces. Many of these may be put under the heading of 'channeling manpower'. Many young men would not have pursued a higher education if there had not been a program of student deferment. Many young scientists, engineers, tool and die makers, and other possessors of scarce skills would not remain in their jobs in the defense effort if it were not for a program of occupational deferments. Even though the salary of a teacher has historically been meager, many young men remain in that job, seeking the reward of a deferment. The process of channeling manpower by deferment is entitled to much credit for the large number of graduate students in technical fields and for the fact that there is not a greater shortage of teachers, engineers and other scientists working in activities which are essential to the national interest...."*

The schools also act as cold storage centers for people who, because they are interested in the liberal and creative arts and in the humanistic aspects of the sciences, have no vital function in a society organized around the profit-motive and technological efficiency. (Such persons would, of course, be vital in a society organized around men and nature rather than around money). Most students at Yale and other schools start out as such people. But because the liberal and creative arts and the humanistic aspects of the sciences are liberating forces in themselves and encourage man's energies to enter channels other than profit-grubbing, a capitalistic school system must attempt to distort, and if possible, destroy these liberating forces.

### The Scholars Crawl

The system accomplishes this by treating knowledge as a commodity, organizing schools like factories, and establishing, seperate from the realities of people's needs, narrowly prescribed limits to acceptable fields of study. Frustrating requirements concerning number, timing, and distribution of courses are imposed. In graduate schools the present concept of the dissertation — a long "scholarly" work restricted in topic and method of approach is an outstanding example of the stifling nature of the system. Many of the potentially best teachers, teachers who want to *teach,* leave the schools rather than waste their time on such things.

The "publish or perish" syndrome among faculty members is analogous to the despotism of the dissertation among




graduate students. As Clark Kerr, former president of the University of California writes:

*'The university and segments of industry are becoming more alike. As the University takes on the characteristic of an entrepreneur...the two worlds are merging physically and psychologically."* (The Uses of the University, *Harvard, 1963)*

At Yale Graduate School ("the best in the country"), the process of breaking the spirit of potential humanists in the arts and sciences has reached a high level of technological efficiency. After writing 24 papers in dusty, drafty, dreary libraries during the course of a single year, a student finds himself reduced to the level of a thesis-producing machine. Less is expended on many mechanical machines, yet he must continually provide research material for porfessors serving the corporate system....

For many students, the gross contradictions between their objects of study (Catullus, Luther, Rousseau, Marx, Thoreau, Whitman, Yeats) and the inhuman aspects of their lives as students leads to nervous breakdowns or suicide (now one of the highest causes of death among college students). A few years ago the windows on the upper floors of Yale's library were taped shut after a number of students committed suicide by jumping from them. Tensions are exacerbated by "stipends" (financial aid — notice the medieval imagery used by university administrations) too low to allow for living above the verge of poverty. After several years in this system as a student, many individuals cease to be fully human. At this point, they are ready to become teachers. They they crawl for years more to get tenure. By that time they can no longer stand up straight.

### Identity Crisis

Capitalism seeks to channel human energies into regularized patterns so as to maximize efficiency. As part of this channeling process, the individual must have no identity other than that which the system imposes upon him. He must become a one-dimensional man.

Since individuals gain an expanding sense of identity through creative interaction with their fellows, it becomes advantageous for the system to make it difficult for people to establish meaningful relationships. At Yale, the all-male admissions policy of the undergraduate school modified only after student threats of a confrontation) played an important role in disrupting the sense of identity of young men and women, reducing them to the sexual status of consumer and commodity. Yale will be coeducational on a limited, token basis in 1969, but President Brewster's statement that the coeds will be mainly daughters of alumni "because they understand the system better" and will be "screened for appearance" shows that the young women are to be regarded simply as decorations for an educational factory whose task is, in Brewster's words, "to produce a thousand leaders a year for science, industry and government".

As for the Graduate School, its social life is notoriously bleak. The intense and inane competition for grades and "brownie-points" corrupts many relationships. Contacts between students in different fields are virtually non-existent. Such contact contradicts the phony ethic of "professionalism and specialization." Bonnie McGregor's article in the November 3, 1968, *The New Journal* depicted the kind of hellish conditions imposed on women graduate students. Men are no better off. As one woman graduate student puts it: "When you smile at a guy at Yale, he looks down at his fly in a panic." General alienation is further intensified by the closed-in physical environment which Yale has created with its totalitarian architecture — half neo-medieval and half modern-monstrosity. Moreover, Yale's constant expansion (Mellon Center, etc.) disrupts and destroys the social life of the New Haven community just as American capitalism's foreign expansion is disrupting and destroying the world. The university spreads like a cancer through the dying heart of the city.

Finally, we must consider the cement which holds the economic system together: bourgeois ideology, or the values of the capitalist class. While everyone in this society is indoctrinated, the indoctrination of most people is disorganized and diffused.

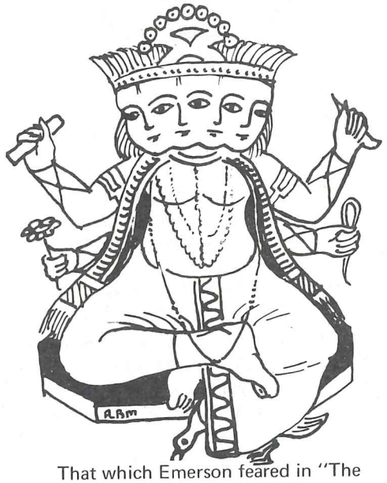
The indoctrination of students, however, is increasingly systematic. The university plays a more-and-more important role in the development and maintenance of false, capitalist consciousness among people who are objectively oppressed and exploited by capitalism.

At Yale, this consciousness calls itself "objective social science" and "liberal anti-communism-pluralism" and attempts to legitimatize an insane system, by repetitions, though often very subtle, assertions of its "rationality". These implicit and explicit ideological assertions are taught as facts in classes in administrative sciences, area studies, anthropology, economics, history, international studies, political science, psychology, sociology, etc. These departments accept the system's values and without question attempt to fit people into the needs of the system instead of working, as theyshould, to design a humane and truly rational system to serve the real needs of the masses of people — people who have to work for a living, people who do not have large stock holdings like the trustees and administrators of Yale.

**The American Scholar**

Despite the claims of the system, the real facts are that: the university is an institution in which *de facto* racist concepts are propagated while blacks and working-class people (both teachers and students) are kept out in significant numbers and expansion into nearby black and working-class neighborhoods continues (e.g. Yale's plan to destroy busy small stores frequented by working-class people at the corner of Church St. and Grove St. in order to build a thousand-car parking garage there as a prelude to the construction of the Ring Road); the university s preparing students to become white-collar workers and be exploited by the bosses; in the university students are exploited financially by high costs; the university pays marginal wages to its own employees while feeding scab California grapes to its students; in the university the students are exploited intellectually by an education designed to turn them against working people and make them ignorant of working-class history and struggles; the university practices and promotes a male chauvinism which perverts interpersonal relationships and keeps women in an inferior position; the university is an institution where the socializers, empire-administrators, and ideologists of the future (Class of 1984?) are trained for the C.I.A., etc.; the university is an institution where war and counter-insurgency research is carried on while R.O.T.C. trains officers for the genocide of Vietnamese workers and farmers as an extracurricular activity (Prof. Arthur W. Galston, chairman of the Course of Study Committee: "R.O.T.C. is like singing in the Whiffenpoofs — a perfectly fine activity...."); the university is an institution in which any teacher (e.g. Richard Bernstein, Staughton Lynd, Robert Cook) who deviates to any significant degree from bourgeois ideology or practice is either not hired, or is fired, or is placed in some tenuous untenured position. "He who pays the piper calls the tune." And Yale's anthem is not "The Whiffenpoof Song," it is:

*"Work, study, get ahead, kill!"*



That which Emerson feared in "The American Scholar" address to Harvard Phi Beta Kappa at a time when the first links between American capitalism and American education were being forged has come true in our own time at Harvard, at Yale, everywhere.

*Public and private avarice make the air we breathe thick and fat. The scholar is decent, indolent, complaisant. See already the tragic consequence. The mind of this country, taught to aim at low objects, eats upon itself. There is no work for any but the decorous and the complaisant. Young men of the fairest promise, who begin life upon our shores, inflated by the mountain winds, shined upon by all the stars of God, find the earth below not in unison with these, but are hindered from action by the disgust which the principles on which business is managed inspire and turn drudges, or die of disgust, some of them suicides. What is the remedy?"*

**Prescriptions for Change**

What indeed is the remedy? The system wants those of us who suffer under it to feel that we are somehow sick if we protest. But we are not sick. The system is sick. Prescriptions for a radical change of the univeristy might include the following for a start, but just a start:

1. Because of the oppression of their job-training within the univeristy and the exploitation which will take place in their future positions, most students have social and economic class interests in common with the working class. Here is the basis of the revolutionary potential of the student movement, and why it will be possible and eventually necessary to unite most students around class demands in a worker-student alliance to end the elite's control of the university and state.

2. Since college education primarily trains students to work for big business, students should demand that the cost of that education be paid for by the bosses and not by students and working people.

3. Students should demand increased admission of blacks and other working-class applicants, at least in proportion to the percentage of blacks and working people in the population of the United States.

4. Students should demand the admission of women in proportion to the percentage (53%) of women in the population of the United States. No "standards of appearance" should be applied to women students or to men students.

5. Students should demand the right to participate decisively in all the major decision-making processes of the university at all levels from the Board of Trustees to the classroom. Students should control the hiring and firing of teachers.

6. Students should demand that competitive grading be eliminated and replaced by meaningful evaluations.

7. Students should demand abolition of the dissertation requirement for graduate students.

8. Students should demand an end to all war and counter-insurgency research and activities (such as R.O.T.C., military-industrial recruiting, and defense contracts).

9. Students should demand an end to university expansion into neighborhoods without the consent of the residents of those neighborhoods and their full participation in the planning process.

10. Students should demand decent wages, benefits, and working conditions for university employees. There should be a minimum wage of at least $10,000 a year for all workers.

11. Students should demand an end to military and racist investments by the Board of Trustees (such as Yale's stock in Eastman Kodak whose South African hold-

*Continued on Page 15*



A NEW WAY TO ELIMINATE POVERTY

# CENSUS MISCOUNT

**by Michael McConnell**

The government has come up with another ingenious way to deal with poor people: simply say they don't exist. That's what they do when they take a census: they count only about half the people. This not only lets them state that fewer poor people exist; it means that poor people, especially when they are black, have less representation when it comes time to vote. Here's why:

**The census is taken by either** a mailed **form to be returned or by an interviewer who tries to count the number** of people on the block. If the census worker is scared to go in a building, the people in that building aren't counted. If the people he's trying to count work nights or are away, they don't get counted either. Finally, if the census is being done by mail and the landlord of a building doesn't supply a safe place for mailboxes, the people in that building aren't counted.

This means that for government purposes in describing the area, some people don't exist. Their income, job status, and so on, will not be included in any national figures from the census. Finally, when it comes time to make voting districts, these people have not been counted. If they are not accounted for in voting districts, then they are actually underrepresented in terms of the number of Aldermen or State Legislators they deserve. Specific examples follow.

A group of people from the Elm Haven housing project in Dixwell decided last fall to present redistricting proposal to preserve Elm Haven as much as possible as a unified voting bloc — preferably to keep it all in the same ward. In the course of research, it became clear that such a plan would not be possible, since the Census on which redistricting was based had overlooked nearly half the people in Elm Haven. The Housing Authority's annual survey of the projects listed 4,729 people living there. The U.S. Census — and with it the redistricting plan — showed 2,966. They missed, it seemed, 1,763 people in a 6-block area of the city.

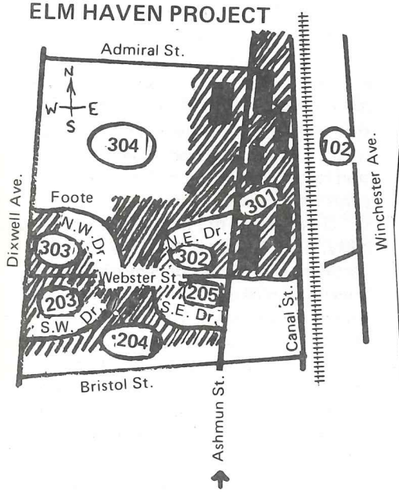
People connected with the Census Use Study were openly skeptical of the accuracy of their survey in the project and in areas like it. Their interviewers had had a great deal of difficulty making the survey there. People seemed reluctant to open their doors to strangers — especially ones asking questions. They seemed to keep strange hours. People worked nights or otherwise seemed not to live structured middle-class lives. So they just didn't make the census.

These facts are in no way unique to Elm Haven. Any housing project in any city presents the same picture. In fact, people in any low-income neighborhood — perhaps more so where there are no neat corridors and numbered apartments, are likely to be under-represented in the census.

By way of a check, we took a block in Wooster Square between Hamilton and Franklin Streets — Farnam Court, the Housing Authority calls it. The Census Use Study lists the population of the block as 342. Since the project consists of 295 apartments of up to five bedrooms, it seems safe to say (and the Housing Authority agrees) that at least 1500 people actually live in the block. Someone is kidding someone.

In short, it seems more than likely that anywhere people aren't home during standard American middle-class interviewing hours or where people have reason to be reluctant to open their doors to, or be frank with, a stranger, they will be written off the books.

**ELM HAVEN PROJECT**




*Redistricting made Ashmun St. the dividing line between Wards 22 (West) and 19 (East)*

Elm Haven & Elm Haven annex

High rise buildings (of Elm Haven annex)

| Housing Authority Figures, 1967 | | U.S. Census Use Study Figures, 1967 | | |
|---|---|---|---|---|
| | | Census Block | People | People actually in E.H. |
| Elm Haven low rise | 2,225 | 102 | 841 | 841 |
| Elm Haven annex high rise | 2,504 | 301 | 497 | 497 |
| | | 304 | 448* | c.323 |
| | | 303 | 289 | 289 |
| | | 302 | 318 | 318 |
| | | 203 | 206 | 206 |
| | | 205 | 220 | 220 |
| | | 204 | 397* | c.272 |
| Total in Elm Haven | 4,729 | Total in Elm Haven | | 2966 |

*These figures include about 250 people living on Admiral and 1 Dixwell Plaza (in block 304 but not in Elm Haven) and on Bristol St. (in block 204 but not in East Haven.

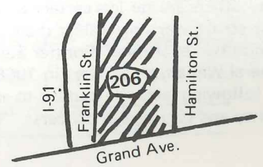
**Redistricting has left 1,763 people out..**

West of Ashmun St. is in Ward 22, with much of Dixwell. East of Ashmun St. is in Ward 19, which stretches to Hamden.

Ward 19 thus has a population of 5,649
Ward 22 thus has a population of 5,661
Both are 22% above the average for a Ward.

| Housing Authority | U.S. Census Use Study |
|---|---|
| 295 units<br>at least 1500 people | tract 21<br>block 206 — 342 people |

**FARNUM COURTS**



OPEN LETTER TO THE WEST HAVEN COMMUNITY

# JR HIGH STUDENTS GASSED

I am both shocked and alarmed that the City of West Haven — the Police Department, City officials and some parents — is willing to condone, and indeed further sanction, the use of potentially dangerous weapons such as chemical irritants. I am referring of course to the events which took place in front of Giannotti Junior High School on May 6, 1969, when a police officer used a chemical irritant against a group of children.

I very strongly urge the Police Department to reconsider its decision regarding the use of this, or any other, potentially dangerous agent. I wish to present some thoughts about this policy in the hope that it will persuade those in power to reflect more carefully on the possible consequences which may follow the use of such chemical sprays or other weapons of that sort.

**Chemical Billie**

The Police Department, in the person of Chief Joseph Harvey, has publicly indicated that the spray used by the police officer was not Mace, implying that the spray which was used is safe and innocuous. Thus the police are quoted in the **New York Times** for May 11, 1969 as saying: "14 black children were sprayed with what police say was a mixture of pepper and water called 'Chemical Billie'"; the **New Haven Journal Courier** for May 13, 1969 reported that Mr. Harvey "noted the local department does not use Mace but aerosols known as 'Del-Defend' and 'Chemical Billie 10-4' ". *Chemical Billie is not a mixture of pepper and water!* It's manufacturer reports that it is composed of tear gas (Chloroacetophenone), a kerosine-like base and a propelant (Nitrogen). Thus it is extremely similar to Mace. The kerosine-like additive is included to prolong the action of the tear gas, making sure that it does not disperse or dissipate too quickly.

Some may argue that such sprays are not dangerous, for example, the manufacturers, and some police departments. Many others are far less certain and are issuing strong warning against their use. Let me cite two examples. Former Surgeon General William H. Stewart in 1968 wrote the following letter of caution to state, county and city health officers: "The ability of the item (referring to Mace) to deliver an irritating substance to a localized area and maintain the activity of the irritant at this spot for a period of time (this is the function of the kerosine-like base) clearly increases the possibility of more transient effects to the exposed individual unless treatment is prompt." Another stiff warning comes from Brigadier General Bonald Blackborn, Deputy Chief of Research and Development for the United States Army, who very recently revealed that Mace does not meet the Army's minimum safety standards and requirements. He reported that it has been shown to cause serious damage to the eyes.

There are examples of public warnings. More conclusive and first hand evidence can be found in your own community. One boy sprayed by the officer is reported to have suffered serious discomfort at the time of the incident and now, more than two weeks after the event, has yet to regain his normal vision. Indeed, he is currently under medical treatment and I have been informed that his sight may be permanently damaged and that he very likely will require the use of corrective lenses. Other children sprayed also became ill, many not being able to return to school for several days.

Forty-one teachers at Gianotti issued a statement supporting the actions of the police officer. On three separate occasions in their statement the teachers assert that no serious injury occurred. This is not true! The officer did cause injuries. Surely these same teachers must have noted that many of the children sprayed by the policeman were absent from school the next day and some for several days. How many of these teachers called the homes of their students to inquire about their health and welfare?

The teachers conclude their statement by remarking that: "no property damage was done." This is not at all surprising as all official accounts of the incident clearly point out that the children neither attacked or planned to attack any property. The quarrel was *between students* and in no way directed against any property. Why then was this statement included? Its inclusion by the teachers unnecessarily biases their petition by suggesting certain implications which have absolutely no basis in fact.

**Chemicals Condoned**

While I believe that the police officer involved demonstrated extremely bad judgment, I remain more concerned about the attitude displayed by his superiors, who in spite of the injuries inflicted by the officer on May 6, continue to condone and sanction the use of such dangerous weapons as Chemical Billie, even against children. Police Commissioner Kelly is quoted in the **New Haven Register** for May 7 as saying: "Mace is the most humane weapon used by police departments as a way of restraining people. I would say, in addition, that it is much more humane to use Mace instead of resorting to beating or using a gun to maintain order." Surely an adult person should be able to cope with a quarrel between children without needing to resort to any of the three alternatives enumerated by the Commissioner. My own feeling is that teachers, trained in child behavior, could have coped with the incident without causing injury to any of the children. They are called to do so on occasion and rarely beat, shoot or spray the children.

Some citizens have confused statements protesting the police action as somehow exonerating any culpability in the youngsters involved in the dispute. Not at all. I feel confident that the school authorities will take just and appropriate disciplinary actions against those students whom, in their opinion, are so deserving. Apparently, the school has already taken such action by suspending four of the participants. My concern is not that the "guilty" children will not be dealt with properly. I am frightened that the Police Department is tragically *underestimating* the potency and danger of their response. A parent present at the May 12 news conference very clearly pointed out that quarrels between children of that age are easy to break up and do not require the force displayed by the officer. I totally agree. A trained teacher could have handled the situation without causing any injury.

A final word. Apparently, all the children who were treated for the effects of the chemical were black. The authorities need to explain how it is that the spray was directed only at the black children. The chemical is no less dangerous when white children are sprayed. I very strongly urge the Police Department of West Haven to carefully review their policy sanctioning the use of potentially dangerous weapons, such as chemical sprays, especially when the target is young children. I hope that more parents will begin to recognize the dangers of such weapons and themselves petition the City government to ban their use.

**Sylvain Nagler, Ph.D.,**
**Hill-West Haven Div.**
**Conn. Mental Health Center.**



## POISONED IVY

*Continued from Page 12*

ings help to support *apartheid*) and to recruiting by racist companies.

12. Students should demand that the univeristy pay taxes to the city based on the full value of its property. They should also demand that the physical facilities of the university be made available to the people of New Haven and that the university be made a center of learning for all city residents.

13. Students should demand increased hiring of black, women and radical teachers. Marxists should be hired for the faculty at least in proportion to the percentage of Marxists among the intellectuals of the world. (There were only four Marxists among all the hundreds of faculty members teaching at Yale in the school year '68-'69. There will be only one in the school year '69-'70 — and he will not have tenure).

14. Students should demand the establishment of courses and departments of black history and studies, ethnic studies, women's history and studies, and working class history and studies. In the school year '68-'69 there were no courses at Yale devoted to Italian-Americans, Irish-Americans, Jewish-Americans, Mexican-Americans or Puerto Ricans. Students should demand radical courses and specific analyses of the social and economic class nature of curriculum and critiques of bourgeois ideology.

15. Above all, students should take to heart what Dr. Bugs Bunny said: "Hey, kids! No class today, no ruling class tomorrow! Dig it?"

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*Portions of the above analysis were based upon the following:*
*Howie Machtinger, "Analysis of the Youth Movement,"* New Left Notes, *Jan. 22, '69.*
*John Spritzler, "Dartmouth Builds Student-Worker Alliance,"* New Left Notes, *Jan. 29, '69. Carl Davidson, "From the New Left,"* Guardian, *Feb. 8. '69.*

**To the Editor:**

I saw the picture from the Lawrence strike in the Guardian. I have a picture here from the Spokane Free Speech Fight. the story of the fight you can find in Elizabeth Gurly Flynn: **I Speak My Own Piece.** Use the picture if you can.

**Yours,**
**Stephen Torok**
**Fla.**

TYRANNY OF SPOKANE OFFICIALS
MAKES GIGANTIC FARCE OF FREEDOM OUR GRAND OLD FLAG AND DENIES LIBERTY OF FREE SPEECH TO AMERICAN CITIZENS AND PERSECUTES THOSE WHO DARE CLAIM THIS BIRTHRIGHT
GUARANTEED BY CONSTITUTION
ELIZABETH GURLEY FLYNN
COURT ROOM SCENE SHOWING THE SPOKANE JUDGE AND JURY THAT CONVICTED 19 YEAR OLD GIRL AS CRIMINAL CO-CONSPIRATOR FOR HER FEARLESS ENDORSEMENT OF INHERENT CONSTITUTIONAL RIGHT TO FREE SPEECH
STATEMENT SHOWING PRINCIPLE THAT ACTUATES YOUNG GIRL MARTYR IN HER LIFE WORK
"ALL MY LIFE I HAVE SEEN MY FAMILY AND MY CLASS SUFFER UNDER THE INEQUALITIES OF A SYSTEM THAT PRODUCES PAUPERS AT ONE EXTREME AND MULTI-MILLIONAIRES AT THE OTHER. THAT'S WHY I'M IN THIS WORK."
THE JURORS
1 JAMES D. GRAY
2 F.H. STEFFER
3 R.J. NICHOLS
4 J.H. ABRAHAM
5 J.M. COMSTOCK
6 A.B. BABB
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